INTER AMERICAN UNIVERSITY OF PUERTO RICO
GUAYAMA CAMPUS
EDUCATION, SOCIAL SCIENCES AND HUMANISTIC STUDIES DEPARTMENT

GENERAL EDUCATION PROGRAM

SYLLABUS

I   GENERAL INFORMATION

      Course Title   : English as a Second Language II

      Code & Number   : GEEN 1102

      Credits   : Three (3)

II   DESCRIPTION

Development of English as a second language. Practice in listening, speaking, reading, and writing. Emphasis is given to the reading skills and vocabulary acquisition in its context. Introduction to paragraph writing. It requires additional hours of lab work. Prerequisite: GEEN 1101. Required course

III. OBJECTIVES

By the end of the of course, the student will be able to:

1. Apply pre-reading, reading, and post reading strategies to a variety of selections and materials
2. Differentiate between fiction and nonfiction reading
3. Show development of basic internet research skills
4. Write simple coherent paragraph.
5. Demonstrate appreciation of the value of reading in English as a means of communication for personal, academic, and professional purposes.

IV. COURSE CONTENTS

        A. Reading Skills Development with textbook content:
            1. Pre-reading strategies
                a. Activating prior knowledge
                b. Scanning
                c. Skimming
                d. Predicting
            2. Reading strategies
                a. Using context clues to define new words
                b. Checking reading comprehension
                c. Using cognates
                d. Distinguishing between facts and opinions
                e. Identifying cause and effect
                f. Paraphrasing
            3. Post reading strategies

a. Using graphic organizers
b. Remembering details
c. Identifying main idea
d. Making inferences
e. Recalling sequence of events
f. Building new vocabulary
g. Summarizing
h. Stimulating further learning about topics

B.   Study of the Elements of Fiction
C. Oral Skills Development
  1. group discussions
  2. pair work
  3. individual participation
D. Writing Skills Development

  1. Study the basics of paragraph development
  2. Spelling and punctuation drills
  3. Preparation of an outline

V. ACTIVITIES

The professor will use various activities along the teaching-learning process which may include the following:

1. Lectures
2. Oral and silent readings from text book
3. Assignments
4. Individual and cooperative work
5. Group discussions
6. Use of Institutional Virtual Lab Modules
7. Use of Cooperative Title V Project Modules
8. Introduction to the study of paragraph writing
9. Tests
10. Quizzes
11. Integration of students' life experiences
12. Use of the computer as a writing tool
13. Use of the Internet for academic purposes

VI.   EVALUATION

Criteria	Points	Percentage of the Course Grade
2 Partial Tests	300	40%
Institutional Virtual Lab Modules:		
a. Reading Comprehension- Sections: 1 to 3.9	20	5%
b. Paragraph Development –Complete Module		
Special Assignments and Quizzes	80	15%
Final Test	100	20%
Topics Research and Skills Development Portfolio	100	20%
Total	**600**	**100**

VII. ASSESSMENT TECHNIQUE

Students will apply research skills and effective use of internet sources to prepare the *Topics Research and Skills Development Portfolio*. The rubric for the portfolio's evaluation is at the end of the syllabus.

VIII. SPECIAL NOTES

    A. Auxiliary Services or Special Necessities

        Students requiring additional services or special assistance must request these at the beginning of the course or as soon as they learn that they need them, through the appropriate register in the Deanship of Students.

    B. Honesty, fraud and plagiarism (General Regulation of Students, Chapter I)

        The lack of honesty, fraud, plagiarism and any other inadequate behavior in relation to the academic work constitutes major infractions sanctioned by General students Regulations. Major infractions, according to the General students Regulations may result in suspension from the University by a definite period of time larger than one year or the permanent expulsion of the University, among other sanctions.

    C. Use of Electronic Devices

        Cellular telephones and any other electronic devices that could interrupt the teaching-learning process or disrupt a milieu favorable for academic excellence will be deactivated and put away during class sessions and during examinations or tests, unless otherwise required. Critical situations will be dealt with in an appropriate manner.

IX. EDUCATIONAL RESOURCES

A. Textbook: MacIntyre, P. (2009) .*Reading Explorer 2*. United States: Heinle.
B. Audio-Visual Resources
    1.   Textbook Video CD
    2.   Power Point Presentations prepared by the professor
C. Electronic Resources
    1. Basics on reading strategies
    http://www.isu.edu/~kingkath/readstrt.html
    2. Readinga-z.com
    http://www.readinga-z.com/more/reading_strat.html
    3. Elements of a Short Story http://www.abcteach.com/free/e/elementsofstory.pdf
    http://tvc.guayama.inter.edu/ingles.htm
    4. Explorers - A to Z
    http://www.42explore2.com/explorers2.htm
    5. On-line Modules on Reading Strategies http://tvc.guayama.inter.edu/ingles.htm
        a.   Reading Strategies I
        b.   Reading Strategies II
        c.   Reading Strategies III
    6. On-line Modules on Elements of Fiction http://tvc.guayama.inter.edu/ingles.htm

     a. Elements of Fiction I
     b. Elements of Fiction II
7. On-line Review Modules for the Teacher Certification Test (PCMAS) and for the Puerto Rico Nursing Certification Test: www.guayama.inter.edu./imol
8. Online Dictionaries
     Newberry House Dictionary
     www.newberryhousedictionary.com
     Merriam-Webster Dictionary
     http://www.merriam-webster.com/
     Oxford Advanced Learner's Dictionaries
     http://www.oxfordadvancedlearnersdictionary.com/

X. BIBLIOGRAPHY

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K. & Root, C. (1998). *News for Now*. US: International Thomson.

Longman. (2004). *Longman Dictionary of American English*. US: Longman.

Mora-Flores, E. (2009) .*Writing instruction for English learners: a focus on genre.* Thousand Oaks, California: Corwin Press.

Walsh, K.E. 2006.*College Writing 1.* Boston: Houghton Mifflin Company.

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Rubric for Portfolio Evaluation

Name _____

Date _____

Student ID Number   Score

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Criteria	5	3	1
Portfolio's Identification Page	Information-official header, course information, professor's name, dates, and document title- is complete and correctly written, according to the instructions given. There are no grammatical or spelling errors.	Information-official header, course information, professor's name, dates, and document title in two or three entries-is not complete or is incorrectly written. There are two or three grammatical or spelling errors.	Information -official header, course information, professor's name, dates, and document title in four or more entries- is not complete or is incorrectly written, according to the instructions given. There are four or more grammatical or spelling errors.
Entries Identification	All the entries are numbered, titled, and dated according to the instructions given.	Two or three entries are not numbered, titled, or dated, according to the instructions given.	Four or more entries are not numbered, titled, or dated, according to the instructions given.
Entries Content	The contents of all entries match the assignment and are complete, according to the instructions given. The entries show evidence of research, creativity and reflection.	The contents of two or three entries partially match the assignment or are incomplete, according to the instructions given. The entries show some evidence of research, creativity and reflection.	The contents of four or more entries partially match the assignment or are incomplete, according to the instructions given. The entries show poor research skills and lack of creativity. They might have been copied and pasted.

Overall Presentation of Portfolio	**The Portfolio is neatly prepared, clean, and organized, according to the instructions given. The folder corresponds to the assigned one. In general, the portfolio shows outstanding student's dedication and enthusiasm.**	**The Portfolio needs some additions and improved organization. It looks somewhat sloppy.**	**The Portfolio needs major revisions and basically does not follow the instructions given. It shows lack of effort and dedication.**

Comments:_____

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Revised: 2012, 2010